

W B Goodwin Elementary

5501 Dorchester Road
N. Charleston, SC 29418

Grades	PK-5 Elementary School	
Enrollment	612 Students	
Principal	Mary Reynolds	843-767-5911
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	51	75	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No

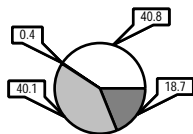
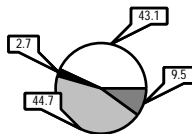
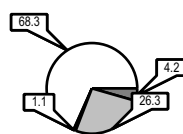
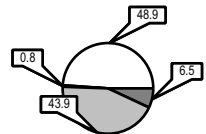
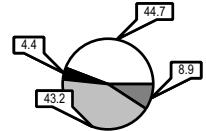
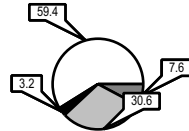
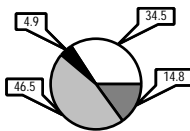
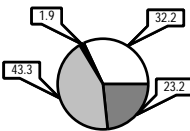
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	297	100.0	40.8	40.1	18.7	0.4	27.9	Yes	Yes
Gender									
Male	148	100.0	44.8	39.2	15.2	0.8	23.2		
Female	149	100.0	37.2	40.9	21.9	0.0	32.1		
Racial/Ethnic Group									
White	36	100.0	23.5	58.8	17.6	0.0	35.3	I/S	I/S
African American	230	100.0	42.4	38.0	19.0	0.5	27.3	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	52.6	26.3	21.1	0.0	21.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	100.0	40.2	39.8	19.7	0.4	28.7		
Disabled	24	100.0	50.0	44.4	5.6	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	297	100.0	40.8	40.1	18.7	0.4	27.9		
English Proficiency									
Limited English Proficient	25	100.0	58.8	35.3	5.9	0.0	11.8	I/S	I/S
Non-Limited English Proficient	272	100.0	39.6	40.4	19.6	0.4	29.0		
Socio-Economic Status									
Subsidized meals	258	100.0	40.6	41.0	17.9	0.4	27.5	No	Yes
Full-pay meals	39	100.0	42.4	33.3	24.2	0.0	30.3		

Mathematics – State Performance Objective = 36.7%									
All Students	297	100.0	43.1	44.7	9.5	2.7	24.4	Yes	Yes
Gender									
Male	148	100.0	44.0	43.2	9.6	3.2	27.2		
Female	149	100.0	42.3	46.0	9.5	2.2	21.9		
Racial/Ethnic Group									
White	36	100.0	20.6	52.9	17.6	8.8	41.2	I/S	I/S
African American	230	100.0	46.8	43.4	8.3	1.5	22.0	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	42.1	47.4	5.3	5.3	21.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	273	100.0	41.4	45.9	9.8	2.9	25.4		
Disabled	24	100.0	66.7	27.8	5.6	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	297	100.0	43.1	44.7	9.5	2.7	24.4		
English Proficiency									
Limited English Proficient	25	100.0	47.1	47.1	5.9	0.0	17.6	I/S	I/S
Non-Limited English Proficient	272	100.0	42.9	44.5	9.8	2.9	24.9		
Socio-Economic Status									
Subsidized meals	258	100.0	44.1	45.0	9.6	1.3	23.1	No	Yes
Full-pay meals	39	100.0	36.4	42.4	9.1	12.1	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	297	100.0	68.3	26.3	4.2	1.1	5.3
Gender							
Male	148	100.0	68.8	25.6	4.0	1.6	5.6
Female	149	100.0	67.9	27.0	4.4	0.7	5.1
Racial/Ethnic Group							
White	36	100.0	44.1	41.2	5.9	8.8	14.7
African American	230	100.0	71.7	23.9	4.4	0.0	4.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	68.4	31.6	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	273	100.0	67.6	26.6	4.5	1.2	5.7
Disabled	24	100.0	77.8	22.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	297	100.0	68.3	26.3	4.2	1.1	5.3
English Proficiency							
Limited English Proficient	25	100.0	76.5	23.5	0.0	0.0	0.0
Non-Limited English Proficient	272	100.0	67.8	26.5	4.5	1.2	5.7
Socio-Economic Status							
Subsidized meals	258	100.0	69.4	25.8	4.8	0.0	4.8
Full-pay meals	39	100.0	60.6	30.3	0.0	9.1	9.1

Social Studies							
All Students	297	100.0	48.9	43.9	6.5	0.8	7.3
Gender							
Male	148	100.0	49.6	42.4	7.2	0.8	8.0
Female	149	100.0	48.2	45.3	5.8	0.7	6.6
Racial/Ethnic Group							
White	36	100.0	32.4	50.0	11.8	5.9	17.6
African American	230	100.0	52.2	42.4	5.4	0.0	5.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	42.1	47.4	10.5	0.0	10.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	273	100.0	48.0	45.1	6.1	0.8	7.0
Disabled	24	100.0	61.1	27.8	11.1	0.0	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	297	100.0	48.9	43.9	6.5	0.8	7.3
English Proficiency							
Limited English Proficient	25	100.0	47.1	47.1	5.9	0.0	5.9
Non-Limited English Proficient	272	100.0	49.0	43.7	6.5	0.8	7.3
Socio-Economic Status							
Subsidized meals	258	100.0	47.6	45.4	7.0	0.0	7.0
Full-pay meals	39	100.0	57.6	33.3	3.0	6.1	9.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	103	99.0	31.9	36.2	30.9	1.1	31.9
	4	117	100.0	42.5	39.8	16.8	0.9	17.7
	5	111	100.0	53.0	42.0	5.0	N/A	5.0
	6	113	100.0	61.5	27.9	9.6	1.0	10.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	94	100.0	36.1	38.6	24.1	1.2	25.3
	4	107	100.0	32.2	51.7	16.1	0.0	16.1
	5	96	100.0	52.8	30.3	16.9	0.0	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	103	100.0	42.1	53.7	4.2	N/A	4.2
	4	117	100.0	50.4	38.9	7.1	3.5	10.6
	5	111	100.0	53.0	38.0	8.0	1.0	9.0
	6	113	100.0	49.0	42.3	5.8	2.9	8.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	94	100.0	32.5	56.6	7.2	3.6	10.8
	4	107	100.0	44.8	44.8	10.3	0.0	10.3
	5	96	100.0	52.8	31.5	11.2	4.5	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	94	100.0	61.4	36.1	2.4	0.0	2.4
	4	107	100.0	69.0	23.0	8.0	0.0	8.0
	5	96	100.0	73.0	21.3	2.2	3.4	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	94	100.0	36.1	51.8	12.0	0.0	12.0
	4	107	100.0	44.8	52.9	2.3	0.0	2.3
	5	96	100.0	64.0	28.1	5.6	2.2	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 612)				
First graders who attended full-day kindergarten	87.6%	Up from 76.1%	100.0%	100.0%
Retention rate	3.3%	Up from 2.4%	3.9%	3.0%
Attendance rate	95.4%	Up from 94.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 3.6%	5.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.6%	4.7%	3.2%
Eligible for gifted and talented	2.6%	Down from 5.4%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Down from 4.9%	7.5%	8.2%
Older than usual for grade	0.3%	Down from 1.7%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	37.3%	Up from 32.3%	50.0%	52.6%
Continuing contract teachers	60.8%	Up from 59.7%	77.4%	83.3%
Highly qualified teachers	88.0%	Down from 90.7%	92.3%	93.5%
Teachers with emergency or provisional certificates	2.9%	Down from 4.9%	2.3%	0.0%
Teachers returning from previous year	75.2%	Down from 77.4%	83.6%	87.0%
Teacher attendance rate	91.5%	Down from 94.3%	94.9%	95.0%
Average teacher salary	\$36,954	Up 3.7%	\$40,411	\$41,703
Prof. development days/teacher	19.6 days	Down from 24.3 days	12.9 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.5 to 1	16.8 to 1	18.8 to 1
Prime instructional time	83.0%	Down from 86.4%	89.1%	89.8%
Dollars spent per pupil*	\$5,421	Up 2.5%	\$7,192	\$6,242
Percent of expenditures for teacher salaries*	67.9%	Down from 68.8%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. B. Goodwin Elementary prides itself in building readers, writers, and thinkers. We continue to work as a professional development demonstration site for balanced literacy. We are afforded this opportunity because we received the Reading First Grant. Our teaching staff participates in sustained professional development; a coaching model for teaching reading and writing. We provide our teachers and students with an abundance of teaching resources.

The School Improvement Council and teaching staff work as architects and follow the school renewal plan as well as The Charleston Plan of Excellence as the scaffolding to support our instructional structure. The SC State Standards and the Coherent Curriculum are the blueprints, which guide our instructional planning, and delivery. The teachers are the project managers who model, guide, coach and inspire. We set our goals high and establish phases of construction for our learners. Our interventions are monitored and adjusted to be sure we measure academic growth quarterly.

The extensions we create with the outside agencies are the cement that supports the programs we implement. We access services that add strength to assist our children and families overcome obstacles and close gaps that could be challenges. Connecting families to these services helps us to build a strong network of productive persons who problem solve and share best plans on behalf of children. Cross Community Church opens its doors for our family literacy team to offer our parents GED, ESL, parenting classes and Motherhead. The Air Force Reserves and Mayor Riley's SOS program form special relationships with our students as mentors. Our Reading Soul Mates program connects our younger readers to our mature readers.

Our positive learning environment offers all students the right to stretch and set goals for reaching their potential, to involve themselves and be motivated while learning, to have a new start each day, to be surrounded with rich literature and authentic writing experiences, to be exposed to the arts, to be physically fit and be competitive with one's self, to have opportunities asking them to a challenge or contest, to unlock and use the technological arena, to be supported by a nurturing parent, teacher and school community, and to be respected for who they are. Everyone at Goodwin makes a commitment to all children so they know and feel success.

Goodwin Elementary is the place where "great expectations" are the gateway to the future for our children.

La Dene' A. Conroy, Principal

Marzel Thomas, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	98	79
Percent satisfied with learning environment	63.6%	85.1%	84.4%
Percent satisfied with social and physical environment	61.4%	83.2%	91.0%
Percent satisfied with school-home relations	36.4%	86.0%	77.9%

*Only students at the highest elementary school grade level at this school and their parents were included.